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[A paper read at the late meeting of the Massachusetts Association of Classical and High school teachers by Albert C. Perkins of Lawrence.]

WE were all startled and saddened when we heard of the death of Dr. Taylor, which took place suddenly on the morning of the twenty-ninth of January. There is probably no country on the face of the earth, where there are not some of his pupils, and the announcement has yet to reach the ears of many on the other side of the world, who cherish the memory of him with such reverence and affection, as one has for a faithful father. For more than thirty years he stood at the head of one of our most venerable and honored schools, and he had so identified himself with the interests of Phillips Academy, and so stamped the impress of his own strong character on the minds of pupils who came under his charge, that the mention of Andover suggested the name of Dr. Taylor, as readily as Rugby calls to mind Dr. Arnold.

But a short time ago, a few of us met to prepare a list of subjects for this meeting. The programme that guides us to-day, was shaped in part by our deceased friend. No one more earnest than he for the welfare of this association, no one looked forward with more lively interest to the hours of this day, and no one more anxious to present for our discussion, matter that should give thoroughness and value to our work as teachers. But the voice that we expected to hear, is silent; the presence that drew us while it taught

us, we miss; and we may well pause and speak to one another of the lessons he has left for us to heed as they were illustrated in his life. Three years spent in Phillips Academy while fitting for College, and two years subsequently spent there as a teacher, gave me opportunities to see how he worked, and I give some of the impressions wrought into my mind from daily contact with him during that time. His life was a success decided and uniform. It was a success fairly earned and most wisely used, won by dint of hard, persevering work, and kept by the means that acquired it.

Early in life he saw that vigorous, self-denying application is the one charm that carries a man to the best acquisitions, — and never for a day did he lose his hold upon that charm. Was there a thing to be done tedious, long, irksome? he grasped it with a steady hand, and did it in the time that others might have spent in dreading it.

He believed most thoroughly in the educating power of work well done, and it was a part of his theory as an instructor, that the boy learns to be industrious, by practising industry, and gets sincerity of character by practising honesty, and learns to be faithful in that which is greatest, by fidelity in that which is least. Accordingly we always find him insisting on accuracy of details, on results that involved honest effort, and on that exercise of the mind which would make it alert, supple, steady, and strong. I doubt whether there was ever a harder student among his pupils than he was himself, or a mind more fruitful of thought, or more keenly alive to all the incidents of school life. The visitor to his study at early morning got a hearty welcome from him as he turned from his table. The closing day found him buoyant and elastic; and the light that late at night so often shone from his window, told of the untiring mind that was busy still and pushing on its work.

As much as any man I ever knew he had the secret of perpetual youth. The thought that he grew older as we did, was lost sight of in the youthful energy and vigor that he showed to the last. He was one of those men with whom we join no thought of failure and decay, and whom we seem to expect to live forever.

We are not seldom told that the disadvantage of the teacher's work, is in the fact that his occupation is gone, before he nearly

reaches the limit to which men in other professions carry their labor with pleasure and profit. Very likely every one here present has been told by some over-wise mentor, that he must make the most of his time in early life because he will not be tolerated after he is fifty years old. The example that we are now considering gave a fitting answer to all such opinions, and showed how the glow of youth can be preserved beyond threescore years unabated. There is, I fear, too much truth in the detraction of the teacher's employment to which I have referred. But it lies not so much in the influence of the work itself as in the temptation it offers to rest satisfied with past acquisitions, consume the mental capital on hand, live on a temporary reputation as long as that will last, and then turn to something else. I remember once seeing in an autograph book, over the signature of Dr. Taylor, the maxim, "The used key is always bright." In those few words is all the secret of his life-long faculty. He made the most thorough and careful preparation for every exercise of the class-room, and no one could ever surprise him with a question for which he was unprepared. It might be a matter of interpretation, culled by a pupil from the newest Lexicon or Grammar, or an idea from some old reading, obsolete for scores of years; he was ready for it and could tell all about it, and balance all the different opinions with perfect ease, and make plain what the sound reasons were that sometimes carried his own judgment aside from all others to the opinions he had wrought out for himself. Such a method never would let any man grow rusty, never would allow his services to become less needful with advancing years. This thorough habit made his mastery over the branches he taught seem perfectly easy and natural. Those of you who have heard Agassiz discuss in his social, familiar way, a scientific problem, must have been surprised as, with no apparent effort, he handled theories which it strained the powers of others to the utmost to express. There was much of this ease and familiarity as Dr. Taylor brought out the most intricate and subtle principles, illustrated by the idioms, the particles, and the peculiar character — sometimes, for the want of a better name, called the genius — of the Latin and Greek lan-

guages. As an instructor, he adhered most rigidly to the rule, "Not many things but much." He believed that the man who is master of one idea, is infinitely better prepared to act his part well, than he who has faint glimpses of many; and accordingly in the class-room everything that would train to vigilance and completeness in the matter studied was applied. The pupil who did not follow carefully the work done in the recitation room, or who tried to answer questions without understanding them, or who gave confused, shuffling explanations, was at once made aware that he was indulging in habits of mind that would ruin him as a man of business, and deprive him of all authority as a man of learning. The number of pages read in the classical authors was never esteemed of so much moment, as the manner in which they were studied; and a principle of grammar or rhetoric in a single passage of Xenophon or Sallust understood, was valued more than hundreds of cases in which passages illustrating the same principles, had been glided over with little note of their full significance. Everything attainable about every word in every lesson was expected to be ready, and so vividly was this expectation reflected to the minds of learners, that the very air of his recitation-room, during his instruction, seemed to vibrate under a healthy tension. It was often said that the most obtuse and dull could not, if they tried, sit under Dr. Taylor's instructions, without getting knowledge and discipline, that would make him learned in comparison with pupils of the same grade in many other schools, and it has been remarked of students in college, who had been fitted at Andover, that they seemed often to go through the Latin and Greek of the Freshman class, from the sheer momentum imparted to them in the last year of the preparatory course. The work of recitation seemed to be laid out to make every hour count, and leave no room for waste of power. There was no merely formal questioning upon things which were known as a matter of course, no set of questions that could be answered by rote, nothing designed simply as an exhibition of dexterity.

The work always began with a review of previous lessons; points that had been explained and illustrated, things that had been left

for the student to investigate, facts that had been previously communicated by the teacher, gathered from wide reading and personal observation, were drawn out so as to make it sure that the labor applied had not been in vain, and that every mind grasped and held the teaching given. Often all the time was spent in this review. Rarely did a class go on to the end of a prescribed passage. But when the new ground was approached the best students were kept in a state of glad surprise at the new beauties and subtle forces that were drawn from language, and the processes of thought and traits of character revealed in the structure of a sentence or turn of a period. At the close of the recitation hour there was always time given for questions. Generally the process of analysis had been so perfect that nothing remained doubtful, but the most full and free inquiry was encouraged; sometimes the questioner could not set forth his difficulty; his attempt would often reveal his trouble and he was helped. Trivial and irrelevant questions would be asked, but no answer was ever given that would discourage the questioner from asking again. The next lesson was assigned, and the class was dismissed; they came out of that intellectual gymnasium with the exhilaration that the athlete might be supposed to feel when he had stretched his limbs and tested his muscle, in training for the Olympian plain. You that have been in Phillips Academy will, I am sure, recognize some truthfulness in this imperfect picture; you that have not may think that the same order followed the year through, morning and afternoon, would grow monotonous, or fall into the dulness of routine. As well might the plays of Shakespeare be called monotonous because they are bound in uniform volumes. No day was without a new object of interest; and we went to our instruction looking for all the novelty we could comprehend, and we were never disappointed. In that part of school discipline which relates to method of government, the ability of Dr. Taylor was fully equal to his power as an instructor; he had no doubt that good behavior and sound scholarship should go together. He made frequent and earnest appeals to the honor and truthfulness, the manliness and genuine courage of his pupils. If his appeals were unheeded, if any had set themselves to defy his authority or baffle his

scrutiny, it was soon manifest that power was on the side of right, and that the Academy had no nook where artifice could screen itself, or drones could live at ease.

There is, in the minds of many, a totally mistaken idea that he was over-severe. If you were to judge of him in this respect, from the hasty expressions of those who have been foiled in their attempts to overreach him, I doubt not you might find some ground for the idea to which I have referred. But I have been permitted to take counsel with him concerning some of the most aggravating offenders, who had openly insulted him, and there was never but one question in his mind: how shall something be made of this thoughtless boy? If he could startle into self-consciousness the folly of the wayward, or open by any means the blind eyes of the improvident, his end was gained. It was always with great reluctance, when private appeal and public admonition and careful warning had failed, that he sent transgressors away from his school, and he sought earnestly for some ground of hope that further trial might be successful. But he was no trifler; when it was clear to him that harm to the pupil was done by indulging him longer, and injury to the school by an evil example, his decision was prompt and speedily executed. He did not regard the Academy as an asylum for vicious youth, and he was right. He had a keen insight into character, and the verdict he gave upon a boy who had been a few weeks in his school seldom needed to be revised. Dishonesty and cunning and ingenious artfulness wilted before him in an instant; the boy who went into his presence armed with a subterfuge felt an eye upon him that searched him through, and soon learned that he could have no peace till he told the truth. I have never seen kinder consideration for the heedlessness of youth and weakness of inexperience than in him; it is enough to say that no one who went to school to make the highest attainments in learning, ever found anything but help and encouragement from the principal of Phillips Academy. He was a singularly modest man, but never timid. His duty might make him conspicuous, or it might take him to some obscure and hidden work known only to himself. It was all the same to him. His mind was far more intent on his work than on what others might think of it. It was

for him to do; the admiration his work might gain, was no affair of his. He was affable and easily accessible. No one ever went to him with a perplexing doubt or heavy burden, but left him relieved and lightened. He made the way easy for honest diffidence, and reassured the faltering with his kind help. There was a total absence of anything like pedantry. His mind was stored with the phraseology of Cicero and Horace and Tacitus.

In the intimacy of familiar conversation he would quote with rare felicity the words of these ancient masters. But for every-day use the English was enough, over which he had a mastery that made his thought clear as crystal. While carrying the duties of his office, he had found time to do good work as an author and translator. More than twenty-five years ago, he published a "Guide for Writing Latin," translated from the German of Krebs, a work now out of print, I think, but which I want always within reach of my study table. Afterwards, with Professor Edwards, of Andover, he published a translation of Kühner's Greek Grammar; in eighteen forty-six (1846) he published Kühner's Elementary Greek Grammar. In eighteen sixty-one (1861) he published the "Method of Classical Study"; in eighteen sixty-five (1865) the memorial of his brother-in-law, Mr. Fairbanks, of Vermont, and in eighteen seventy (1870), "Classical Study; its value illustrated by extracts from writings of eminent scholars," with an introduction by himself. Had he been inclined to assert the excellency of these books with something of the vehemence that has been sometimes witnessed in others, he might have done us good service by forcing them upon our attention. The superiority of his work, here, is acknowledged by the best scholarship of the country. The ablest commentators on the Greek classics find no better and fuller expression for all the niceties they would illustrate than in the larger grammar of Kühner. No Latin scholar can look for an hour over the translation of Krebs without surprise at the amount of toil that has been put into it, and the amount of instruction that can be drawn from it. Yet these books were never pushed before the public. I have never seen a circular setting forth the merits of either. I don't know that a copy was ever given away, or that

anything was ever done to attract attention to them, except to publish them and use them in Phillips Academy.

He was a careful student of the literature of the Bible. Few men had more enthusiasm in the study of the history, geography, and topography that throw light upon it. He was familiar with the streets of Jerusalem, and in occasional lectures took his pupils over the mountains and lakes of Judæa, the plains of Egypt, the sites of the seven churches of Asia Minor, and the antiquities of Athens. In both sacred and secular history he was an archæologist of no mean acquirements. On all these topics he would give the latest and most trustworthy views of the latest writers and explorers, and could direct the student to the sources of knowledge on these points that were most worthy of study.

I have chosen to speak of him as a teacher on this occasion. I must repress much that is in my heart. What a friend he was, sticking like a brother! What a pride he had in the well-doing of his pupils after they left his hands! What a hearty greeting, such as nothing could feign, beamed from his face and thrilled in his hand wherever he met those who had been under his care! How sincere and direct and straightforward was all his management! Above all, and controlling all, what a bright example he gave of a Christian, meekly and humbly following his Master, bearing on his heart the spiritual good of his pupils, and ever devising means for letting into their minds the light of God's truth. You who knew him well remember all these things. He leaves us the legacy of a good example, the encouragement that comes from contemplating his success.

IN WHAT MANNER AND AT WHAT AGE SHOULD THE
STUDY OF ENGLISH LITERATURE, AS DISTINCT
FROM GRAMMAR, BE COMMENCED.

[Concluded from the last number.]

TWENTY years ago I knew a school where the following plan was adopted in a single class to teach the language: The majority of the class were of the ages of eleven and twelve. To begin with, instead of a spelling-book and long lists of words to

learn, a number of words were written upon the board, and the class was required to construct sentences containing these words, and with these sentences as a text, the teacher taught the technicalities of grammar and analysis. Not a text-book upon grammar were they allowed to see. Longer sentences followed, and finally, as an exercise in composition, fables from the poet Gay, stories and short allegories from Goldsmith, Johnson, and others, were read by the teacher, and the pupils were required to take their slates, and, on the spot, to condense, with as many additions or omissions as they pleased. Then followed an exercise in grammar, analysis, and criticism, by the teacher as before. This was a daily exercise, instead of the usual study of grammar. The result was, that the class was not a whit behind others of the same age in the technicalities of grammar and analysis; and, in addition, had acquired, in the course of a year and a half, such an ease, finish, and facility in composition as would have done no discredit to a well-trained boy of fifteen or sixteen.

In some such way, and at or about the age of ten, I believe it possible to *begin* the systematic study of the literature as distinct from the grammar. In addition to the above, it has long seemed desirable to me that a series of cheap editions of our classics should be prepared, and a sufficient number of copies owned by the school to supply a class. Why not have a volume containing the best allegories of the language, such as Bunyan's *Pilgrim's Progress*, Addison's *Vision of Mirza*, Hawthorne's *Celestial Railroad*, some of Johnson's allegories, etc.; another containing some of the best ballad poems in the language, such as Cowper's *Gilpin*, Coleridge's *Ancient Mariner*, Chatterton's *Sir Charles Bawdin*, Chevy Chase, some of Wordsworth's narrative poems, etc.; and still another containing Goldsmith's *Vicar of Wakefield*, Ridley's *Merchant Abudah*, Johnson's *Rasselas*, and a number of Hawthorne's tales; each of the stories or poems to be complete, and to be read in school, with comment and criticism by the teacher? All these for the pupils in the common school of the ages of ten, eleven, or twelve. As the age increases, others might be prepared of a still higher character. We are to consider how large a part of the pupil's future culture, comfort, and happiness is to be derived

from the silent reading of the printed page; we are to consider, also, that a great majority of the pupils of the common school will leave school forever at the ages of thirteen and fourteen, and how important it is that they should be able to wield a ready pen, that the mind should be filled, as the Rev. Mr. Hudson has expressed it, "with right tastes and noble loves, grand and pure conceptions," and that the training should be such as shall enable them to distinguish between what is "flashy and sensational," and what is good and true. The power of a great purpose in moulding the character is recognized by all; but pure and noble thoughts are the *seeds* from which pure and noble purposes spring. The fine arts — music, painting, sculpture — all tend to elevate and refine. The great mass of pupils, for obvious reasons, cannot be brought under these influences in their best forms. The most majestic of all the arts, poetry and poetical prose, is open to all. It only needs that the literature of our language should be made a branch of *study* in our schools to set in motion forces whose tendency would be to ennoble and refine. It may be objected that such changes as have been indicated in established methods, would be likely to meet with opposition. Any plan for raising the standard of education for the masses is pretty sure to be opposed by two classes, the philosophers of the Muck-rake school, and the inhabitants of high social status in Vanity Fair. Changes, however, in this direction, cannot be brought about by any direct effort on the part of the teachers of the high schools.

Such changes must be left to other hands. I am happy to think that in many towns and cities such reforms in modes of teaching are in progress. I come now to the best methods of teaching English literature in our high schools, taking our pupils as we find them.

First, I consider it necessary to have some good manual of authors and their works, and the periods in which they wrote. Either Shaw or Collier will answer the purpose. To study either of the manuals mentioned alone will do little more than give the names of our leading authors, the times when they lived, and some comments upon the merits of their respective works. This is not enough. A literature can only be taught by a method which will

impart the material of which it consists, at least in its leading features. A mere abstract of reasoning and criticism, a manual of authors and their works, can only lead to vague and indefinite ideas. Literature can only be properly studied by the actual reading and study of authors in the school-room, under a competent teacher.

Only in this way can the mind of the pupil be brought under the influence of the author's thoughts and the play of his fancy. "We must watch the sports on the village green; the rich and poor, the wise and good, the low and mean must pass before our eyes, each arrayed in his own dress, and speaking his own language." In this way, with competent instruction, we shall learn words, rules of grammar, understand historical and other allusions, and, still more and better, shall have literature in its proper sense and be enabled to comprehend the very being and spirit of the generation in which the author lived. In this way, says one, "literature, that literature which treats of the height, the depth, the length, the breadth of human passion, of things present and things to come, that peoples the world and space with ghostly shapes, will mould the character and train the heart." Who expects to have "his blood stirred as by the sound of a trumpet" when reading *about* the ballad of Chevy Chase?

No one can hear "the muffled music of the solemn stanzas of Gray's Elegy," a music "like the tolling of some great bell," except the one who reads it line by line, and accompanies in fancy the "lowing herd" as it "winds slowly o'er the lea," and the "ploughman as he homeward plods his weary way." The weird power of the Ancient Mariner is felt only by the attentive reader; he only sees the spell-bound wedding guest, the glittering eye of the mariner, the phantom-ship, the sleet, the rain, the spectral wind, "the all-delivering, repentant tear." who in responsive mood reads every word of every line. It is one thing to know that the boy Chatterton lived an unhappy life and died an unhappy death, and quite another to bring the mind of the pupil under the influence of the solemn opening stanzas of his Death of Sir Charles Bawdin, calling for a hush and preparation of feeling not unlike the opening to some grand requiem.

I believe that English literature should be in our high schools,

both as a course of study and a course of reading, with comment and criticism by the teacher. I think, also, that the teacher should take charge, in a great measure, of the home reading of the pupils requiring them to write an article now and then upon the books assigned. I close with a course of studies and readings in our literature which, I think, would not be inappropriate for a school like the English High School.

It will be noticed that in the studies, extracts are named which contain, to a greater or less extent, classical allusions. It will be remembered that in this school the ancient languages are not studied. Any changes might be made that might seem desirable, varying with different tastes and circumstances.

COURSE OF STUDY, AND READINGS IN ENGLISH LITERATURE, FOR THIRD CLASS.

Studies. — Macaulay's Lay of Horatius, portions of Scott's Lady of the Lake, and Wordsworth's Laodamia, for critical study. That portion of Collier relating to writers of the present century to be studied.

Readings. — The Hall of Eblis, from Beckford's Vathek. Burial Places near Constantinople, and Death of Anastasius' Son, from Hope's Anastasius. The above, as descriptive of Eastern customs, and examples of vivid word-painting in style.

Extracts from De Quincey's Opium Eater, and his Flight of a Tartar Tribe. Lowell's Sir Launfal. Lamb's Dissertation on Roast Pig, and A Quakers' Meeting. Hawthorne's Rill from the Town Pump, and Selections from Mosses from an Old Manse. Tennyson's Miller's Daughter. Bryant's Thanatopsis. Shelley's Skylark. Irving's Voyage, and Legend of Sleepy Hollow; also, selections from Knickerbocker's New York. Selections from Whittier's Among the Hills, or Snow Bound. Selections from Dickens' Christmas Carol. Drake's Culprit Fay.

COURSE OF STUDY, AND READINGS IN ENGLISH LITERATURE FOR SECOND CLASS.

Studies. — Critical study of some portion of Pope's Essay on Man. Opening and close of the Dunciad. Rape of the Lock.

Gray's Progress of Poesy; Elegy in a Country Church-yard; and some portions of the Bard.

The portion of Collier pertaining to the writers of the last century to be carefully studied. Notes by pupils, — historical and mythological allusions attended to.

Readings. — Some portions of Thomson's Castle of Indolence; some part of Spenser's Faerie Queen. Goldsmith's Deserted Village and Traveller.

From Spectator, the three papers on Politeness, Westminster Abbey, and Burdens of Mankind. Extract from DeFoe's Plague in London. Smollett's Soldier's Return. Extract from the Vicar of Wakefield. Goldsmith's Fable of the Dwarf and Giant.

Sterne's Story of Le Fèvre, The Starling, and the Meeting of Dr. Slop and Obadiah. Dr. Johnson's Letter to the Earl of Chesterfield, and Preface to his Dictionary, with comments upon the historians and novelists of the last century.

Extracts from Cowper's Task; Mackenzie's La Roche; the Archbishop and Dr. Sangrado from Le Sage's Gil Blas.

As illustrating the ballad literature of the language, read, Chevey Chase, Chatterton's Sir Charles Bawdin, Coleridge's Ancient Mariner.

Extracts from Francis Jeffrey as good authority on the relative merits of authors.

Burns's To a Mouse, Tam O'Shanter and Winter Night.

ENGLISH LITERATURE FOR FIRST CLASS.

Studies. — Critical study of Shakspeare's Play of Julius Caesar. — Notes by pupils, historical, etymological, mythological, and critical, together with an account of the dramatists of Queen Elizabeth, time.

Critical study of portions of Paradise Lost, L'Allegro, Il Penseroso, Lycidas.

Portions of Paradise Regained. — A pretty full account of the great Epics, the Iliad, the Odyssey, the Æneid and Dante's Divina Commedia. Pupils to read the late publications called "The Ancient Classics." Articles to be written on all the above, after comments by the teacher.

Readings. — Extracts from Butler's *Hudibras*. Dryden's *Alexander's Feast*, with comments upon his poetry, his style, &c. Bacon — "On Friendship." Hooker — "Church Music." Jeremy Taylor — "Wealth not productive of Enjoyment." Barrow — Extract from Sermon, Rom. xii. 18. Fuller — "The Good Yeoman." Areopagitica — Liberty of the Press, &c. Bunyan — Extracts from *Pilgrim's Progress*, "Christian in the Hands of Giant Despair." "The Golden City." "Mr. Stand-fast crosses the River." In connection with the above read, "The Vision of Mirza," — Addison. "Obidah, or the Journey of a Day" — Johnson. Comments upon the allegory, fable, parable, &c. Hawthorne's "Celestial Railroad." Extracts from Swift's "Battle of the Books," and "Tale of a Tub," to be read as illustrating humorous allegory.

In connection with the above course of study and reading, as illustrating the characters in Shakspeare's Play of Julius Cæsar, read portions of DeQuincey's *Twelve Cæsars*, containing accounts of Antony, Octavius Cæsar, &c. Also, in connection with Milton and Bunyan, read *Essays on Milton and Bunyan* by Macaulay.

ENGLISH GRAMMAR, NO. 6.

THE INFINITIVE CLAUSE.

THE pupil having now mastered the demonstrative clause, so that he can recognize it at once, however modified in form, or differing in use, may pass to the study of the infinitive clause.

The infinitive clause is one whose predicative term is always in the infinitive mood, as "(Believe) *him to be guilty*," "(Ordered) *the carriage to be brought*." In the first example, "*him to be guilty*" is an infinitive clause, and is the *true object* of "believed," while "*him*" is only the *apparent* object of the same; or perhaps it would be better to say, the mere *grammatical objective* (case-form) after "believed" *to be brought*. It should be noted that an infinitive clause, used as the *object* of a verb in the active voice, by a strange idiom has its constituent parts separated when used as the *subject* of the same verb in the *passive voice*. Thus "(Believed) *the*

Cretans to be liars." "*The Cretans* (were believed) *to be liars.*"

Here the statement which was made the *object* of the active verb in the first example is made the *subject* of the passive verb in the second; for certainly no one would pretend that the logical subject of "*were believed*" is "*The Cretans*," though I am aware that all our grammars and all our instructors teach thus. A little reflection, however, will convince any one of the error of such a disposition of those words. The subject of a proposition, as all will acknowledge, is *that of which the affirmation is made*. Now it is asserted that something "*was believed*"; manifestly that something was not "*The Cretans*" (for they were all *liars*!) but "*The Cretans to be liars*" "*was believed.*" Hence the entire infinitive clause is the true logical subject, though as a matter of grammatical concord, the verb takes the *plural* form to agree with the *apparent* subject, "*Cretans.*" There certainly is no difference of *meaning* whatever between the following expressions: "*The Cretans were believed to be liars,*" and "*It was believed that the Cretans were liars,*" using the demonstrative clause-form instead. The thing *believed* is precisely the same in each case, though expressed by an infinitive regimen in one case — "*The Cretans to be liars,*" and by a demonstrative regimen in the other, viz. "*That the Cretans were liars.*" In neither case is the *grammatical nominative* the true logical subject. For the expletive "*it,*" the true grammatical nominative in the second example, is no more the *real subject* of the proposition, than "*Cretans*" is the subject of the sentence in the first example.

An infinitive clause, then, may have its subject either in the *nominative* or in the *objective* case; this being merely a matter of grammatical concord, and determined entirely by the prior connection of the subject of the infinitive clause with the *principal* verb. Hence the pupil should understand that the predicate of an infinitive clause, unlike the predicate of the demonstrative clause, has no influence over the *case-form* of its subject. This is always controlled by the principal verb, which compels the noun before it, whether the *real* or only the *apparent* subject, to be put in the *nominative case-form*, and the noun grammatically following it,

whether it be its own *object*, or the *subject* of an infinitive clause, to take the objective case-form.

It is worthy of note that this singular construction, whereby the *real subject* of an infinitive clause is made the *grammatical nominative* to the principal verb, though common in the Latin and the Greek as well as the English, is yet never permitted in the French nor in the German. The indefinite pronoun "*on*" with an active verb supplies the place of a passive form in such cases. Thus "*Your wife (was said) to be here*" would be in French, "*On dit que votre épouse est ici,*" and so in every case where the English would use the *nominative infinitive* clause.

As in the case of the demonstrative clause, so in the case of the infinitive clause, ellipses sometimes occur. Thus, the sign of the infinitive is sometimes omitted. This omission occurs almost invariably after verbs of *physical sensation*, and the verbs *make*, *bid*, *let*, *have*, *help*, and a few others, thus. (Heard) *him (to) speak*; (saw) *the ship (to) move.*" "(Felt) *it (to) touch me.*"

Sometimes the infinitive itself of the copula is entirely omitted, as "(Declare) *him (to be) an enemy.*" "(Make) *him (to be) king.*"

The ordinary view taken by the grammars, that in these cases we have really *two objects*, is manifestly erroneous. "Declare" *what*, certainly the sense is not "Declare *him*," for that is simply absurd, but evidently the meaning is "Declare *him to be an enemy.*" Again, "Make" *what*, clearly not "*him*," but "*him to be king.*" So "Created *him (to be) consul.*" "Constituted *him (to be) their leader.*" "Think *him (to be) wise.*" "Consider *him (to be) a great general.*"

Sometimes, also, the subject of the infinitive clause is omitted. This is always the case, when the subject of the infinitive is the same as that of the principal verb. Thus "pretends (*himself*) *to be wise.*" "Pretends *that he is wise.*" "Hopes (*himself*) *to be made king.*" "Hopes *that he shall be made king.*" (Dem. clause-forms.)

If, however, different persons are referred to, the subject is necessarily expressed. Thus, "(Expects) *you to be made king.*"

Infinitives thus used as the predicates of infinitive clauses, must not be confounded with *substantive* infinitive elements. The latter

may be easily distinguished, since they express an action considered abstractly merely, that is, referring to no particular person or thing. Such infinitives may usually be changed to participial substantives, without materially modifying the sense. Thus "*To see (in seeing) is pleasant.*"

Infinitive clauses, like demonstrative clauses, are sometimes introduced by *expletives*. Thus "(Believed) *it to be dishonest to steal.*" "(Let) *there be light.*" It is worthy of note that the expletives "*There*" and "*it*," in our language, are rendered in French by the forms, viz., *il* or *ce*. They do not occur in the same logical connections in French as in English, but the fact that the French expletive *il* can frequently only be rendered with us by the word "*there*," illustrates the real expletive character of that term in certain cases in our language.

Thus "*Oswald se souvint qu'il y avait deux batiments anglais dans le port.*" Oswald remembered that *there* were two English boats in the harbor. Madame de Stael, "*Il me reste deux francs.*" *There* remain to me two francs.

Infinitive clauses are always substantive elements, and as such they may perform at least three of the five substantive functions. Thus an infinitive clause may be used as the *subject* of a proposition; as "*He (was believed) to be an honest man*" — ("It was believed) *that he was an honest man* (dem. clause-form); as the *object*, ("Believed) *him to be an honest man*," ("Believed) *that he was an honest man*," (dem. clause-form); as a substantive element after a *proposition*, *For him to be an honest man* (seems strange) — (it seems strange) *that he should be an honest man.*" (Dem. clause-form).

It should be noticed that the *preposition* "*for*" (if indeed it is a *preposition* in this use) is the only relative word ever used with an infinitive clause. When the infinitive clause is thus used, it may, together with the preposition, perform the office not only of a subject, as in the case of the last example above given, but also that of *appositive*, or *predicative*, and, indeed, may be made the object of another preposition. Thus, as *appositive*. "(The command) *for the soldiers to advance*" — "*That the soldiers should advance*," (dem. form); as *predicative*,—"("The command was) *for*

the soldiers to advance," — "*that the soldiers should advance,*" (dem. form); as object of preposition. ("There was no alternative), *but* (except) *for the soldiers to advance.*" Here "*but*" marks the relation of the entire clause, including "*for,*" which seems, as indeed in most other cases likewise, to have no *prepositional* form whatever, but to be used simply *expletively*.

Thus, then, the infinitive clause, if we include its *prepositional* form, may perform all the five functions of a substantive element.

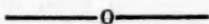
The use of the infinitive clause in our language is somewhat limited; when it occurs, it is always found logically connected with words expressing physical sensations, mental state or action, or communication of thought. This clause has, however, a very extensive use in the classics. It should be thoroughly understood in English, and there is no way to effect this, but for the pupil to study it first as an *organic whole*, observing carefully its true grammatical structure, and noting the modifications of form which sometimes characterize it, the various functions it may perform in a sentence, and its logical and grammatical connections with the principal verb.

The pupil cannot fail to be deeply interested in this work, and will, with a little encouragement from the teacher, be on the alert to detect these clauses wherever they occur, whether in his reading lesson, his geography, or his history; thus, with interest excited and curiosity awakened, his grammatical studies will now begin to become both pleasant and profitable.

It will likewise be no little stimulus to him, if he proposes by and by to become a classical student, to know that he will in his Latin and his Greek meet with precisely this same element, — this same infinitive clause, — preserving there the same essential characteristics, and performing precisely the same functions as in his own language.

In the next *Teacher* we shall discuss the *participial clause*.

OREAD.



ONE of the most important rules of the science of manners is an almost absolute silence in regard to yourself. — *Balzac*.

THE GIFT OF LANGUAGE. III.

It was the plan of the primary teachers, mentioned last month, to explore the field in different directions, and report their successes for the benefit and encouragement of the rest.

A club of ten was thus naturally formed, in which each member pledged herself to "lend a hand," both to the children of her charge, and the members of the club.

The informal "conversations" of Miss A's class grew in favor; it was voted that she be instructed to keep a journal of them for the benefit of the club. The subjects were so amusing, and the eagerness of the children for practical knowledge so great, that the question was raised whether there might not be danger that the language should come to be a secondary consideration; but the record showed that gross errors were fast dropping out, and as what sifted in was so unquestionable, the case was dismissed with a timely caution. It is my opinion that there is no occasion for fear; Miss A is often at her wits' end to guide their investigations, and answer their questions. She frankly confesses when she does not know. On one occasion she said, "You must ask your fathers about that, and I will ask mine." The "teacher's father" has since gained an enviable reputation among them.

It greatly amused me, after a few such lessons, to discover by accident, that the children supposed *themselves* to be the actual composers, always allowing a little for such help as I have given; and their self-gratulation was very little diminished when I took occasion to tell them of Lowell, Percival, Bryant, or Irving, to whom they were respectively indebted. It was but little to allow precedence in time. Like Emerson, they conceived that ideas are in the air; the most impressionable may get them first, but we all have them a few minutes later. I shall soon try them upon original composition.

The lesson which concluded the report was given to my class and reported by a young friend. The class represents the second

and third primary classes, and the following is abridged from a verbatim report.*

Miss B worked economically and methodically. In introducing a specimen lesson as the briefest expression of the salient points of her plan, she said, "I never slip naturally into right ways as soon as I grasp them intellectually, and any gain I make, means earnestness and work. Before making any change at school, I studied my Hillard's Third Reader — exhausting synonyms for the words, paraphrasing the sentences and introducing new figures till only the soul of any piece remained intact. Somebody — Cicero was it? — speaks of the infinite variety in expression within the compass of a single thought. It was wonderful to me to find so much where I looked for so little. Next, beautiful gems of prose and poetry invited the same study, which was as delightful as it was profitable. I was often betrayed by my newly awakened interest into tracing the pedigree of words through the German, French, and Latin. The paraphrasing I introduced gradually during reading lessons, by means of questions, and before long we had one exercise each day in recalling a past lesson, studying a new, or finding synonyms. When the selection I had made was outside the Reader, I suggested it, point by point, and guided the children in the choice and arrangement of words, writing as they proceeded upon the board and letting them afterward commit the stanzas or paragraphs to memory.

LANGUAGE LESSON ON CORAL.

AIM, — TO CULTIVATE A LOVE FOR POETRY. POINT, — THE DEVELOPMENT OF LANGUAGE.

"Take your reader, Lulu, and read this poetry about 'Little by Little.'

"What did the second stanza Lulu read, tell us about?"

* It must be remembered that this is not a lesson in Natural History. One or two errors occur, for which the writer of this paper is not responsible, e. g. the use of the word "insect," for coral animals, and the statement about cells and the size of single coral. I could not change the report without destroying its character. It was not given or written for publication

"The little coral workers."

"How many have seen coral, and know what it is? Who are the little coral workers?"

"Insects."

"Where do the little insects make the coral?"

"In the ocean."

"Yes, away down at the bottom of the ocean."

"Is the bottom of the ocean level like a great plain?"

"No, ma'am. Some parts are higher and some are lower."

"Here are some corals of different shapes. What can you see in each of them?"

"Little holes."

"In each one of these holes a little coral insect lived. Then what may we call the holes?"

"The coral insects' homes."

"Yes, they live in these homes, each one just as large as the animal itself. Where did you say these homes are?"

"In the ocean."

"What other name is there for ocean?"

"Sea."

"Are the homes near the *top* of the sea?"

"They are deep down in the sea."

"Yes, they are far down in the sea, and sometimes, instead of saying in the deep sea, we say in the *depths of the sea*. What is it we say? Where in the depths of the sea are the homes the coral insects make?"

"Far down in the depths."

"The depths of what?"

"The sea."

"Of what color is the sea?"

"Sometimes it is white, sometimes blue."

"What part of the sea is white?"

"The waves."

"Yes, the tops of the waves are white sometimes; but think of all the blues you know about. There is sky blue and very light blue."

"The sea is dark blue."

"Then we will say,

'Far down in the depths of the dark blue sea.'

[This line is written on the board.]

"Look at this piece of coral and tell me how the holes come?"

"One is on top of another."

"What could you say instead of on top of? How is this piece of coral in regard to the other?"

"One is upon the other."

"Or one is *above* the other. How do you speak of the cars, when you see them all in a line on the railroad track?"

"A train of cars."

"And we call these little insects that work in a line, one after another, a train of insects."

"Now these little insects are always at work on their homes, and if they are always working, then they never—?"

"Stop." "Rest."

"Yes, and instead of saying *stop*, we can say *cease*. What other way is there of saying they work without ceasing?"

"When things have no taste, we say they are tasteless. And if they have no color, they are —?"

"Colorless."

"Less means without, and when we say tasteless, we mean without taste, or colorless, without color; so what shall we say instead of their work does not cease? Their work is —?"

"Ceaseless."

"What is it that are working?"

"The insects are working."

"What did I tell you to call the insects, who work one after another, in a line?"

"A train of insects."

"The insect train work; how did you say they work?"

"Ceaselessly."

[This is written on the board.]

"*An insect train work ceaselessly.*"

"You may take your pencils and write these lines so that you may learn them."

"I want you all to think of the very smallest thing you can, and tell me what it is."

"A little stone." "An ant." "Sand."

"What is one little particle of sand called?"

"These little coral insects take one grain, and then another grain of lime to build their houses with, or we can say they build them grain by grain. How do they build them?"

"Grain by grain."

"What are they doing, grain by grain?"

"They are building."

"When we do something as nicely as we can, how may we say we are doing it?"

"Well."

"Then, 'grain by grain they are building well.'"

"Each one of these little insects works alone to make its little house, and we might call the house by another name. What do they call that place where men are put sometimes, that little, dark place just large enough for one man?"

"A cell."

"Then 'each one alone in its little cell' is working all the time, building all the time."

"Sometimes when you want to ask me something, and I am very busy, what do I say?"

"In a moment."

"Then these little insects are working every moment, or we might say it as we said grain by grain, so —"

"Moment by moment."

"And they work all day long, and first one day and then the next, or we might say —"

"Day by day."

"Moment by moment, and day by day."

"You wouldn't like to work so long as that. What do you do when you have been working, and are tired?"

"We rest." "We play."

"But these little insects never stop for that, so what can we say about them? that they are never stopping—?"

"To rest or play."

"*Never stopping to rest or to play.*"

"When the insects build one above another, these rocks as they are called, grow higher and higher, and some other coral insects come and build upon them, and so we have *rocks upon rocks*, till they come up out of the water."

"Instead of building we sometimes say *rearing*, and so we may say —

"Rocks upon rocks they are rearing high,
Till their top looks out on the summer sky,"

just as we talk of rearing houses."

"And the gentle winds, and the balmy air,
Little by little bring verdure there."

"What is verdure?"

"Plants." "Flowers."

"Yes, all things that grow from the ground, like the grass and trees. Now when the sunbeams see the grass and trees, how do you suppose they feel?"

"Happy."

"What do people do when they feel happy?"

"They play."

"Sometimes they play and sometimes they do something else. Johnnie looks happy now; what is he doing?"

"Laughing."

"Laughing? I can't hear him laugh."

"He is smiling."

"And that is what the sunbeams do.

'And the summer sunbeams gaily smile
On the buds and the flowers of the coral isle.'

[Teacher reads poetry from board, the children repeating after her.]

Far down in the depths of the dark blue sea
An insect train work ceaselessly;
Grain by grain they are building well,
Each one alone in its little cell.
Moment by moment, and day by day
Never stopping to rest or to play.

Rocks upon rocks they are rearing high,
Till their top looks out on the summer sky;
And the summer sunbeams gaily smile
On the buds and the flowers of the coral isle.'

GREEK COMPOSITION.*

ON one of the sunniest and most delightful afternoons that have shone for many winter weeks, we took the new edition of Yonge's English Greek Lexicon in hand for examination, preparatory to saying something about it for the information of readers of the *Massachusetts Teacher*. We had promised a brief notice, and it could not be postponed; so that, in some sense, it was not our fault, if we did not accept nature's invitation to dismiss care and enjoy her smiles.

We read the prefaces, plunged into Professor Short's Essay, and soon forgot the cheerfulness of sky and street, and air of April, that had almost tempted us away. We read and pondered page upon page, turned back and examined the table of contents, surveyed the whole again, and thought with astonishment and admiration of the learning, labor, patience, and skill embodied in this Essay.

Then we looked into the Lexicon, and saw, in almost every page, in the additions and improvements by the American editor, how greatly the value of the original work had been enhanced.

A glance at the list of proper names and at the treatise on Greek synonymes concluded our examination, and we laid the book down as the light grew dim, with the conviction that a more valuable help to the study of Greek, has not appeared for a long time. Professor Short's essay occupies a hundred closely printed pages, and is one of the most original and important contributions to Greek scholarship ever made by an American. We should almost

* AN ENGLISH GREEK LEXICON. By C. D. Yonge. With many new articles, an appendix of proper names, and Pilon's Greek Synonyms. [To which is prefixed an Essay on the order of words in Attic Greek prose. By Charles Short, LL.D., professor of Latin in Columbia College, New York.] Edited by Henry Drisler, LL.D. professor of Greek in Columbia College, etc. New York: Harper and Brothers, Publishers, 1870.

have pronounced it exhaustive and complete, did not the author promise a further development of the subject at some future time. The table of contents comprises a summary of the principles established in the treatise, clearly and concisely stated, and so admirably arranged as to facilitate the use of the work very greatly.

Professor Short's method in preparing his treatise, as he explains in his preface, was to gather from Thucydides, the Attic orators, and Plato, examples under each head, and then to deduce the general law relating to any particular point, adding, and, where possible, classifying the exceptions. Of course the citations and references, fifteen thousand in number, occupy the greater part of the body of the work, and, we must admit, seem to us somewhat needlessly multiplied. Enough is as good as a feast; and we fail to see why *ninety-three* examples should be given to prove that *tis* is regularly put after its noun, adjective, or other word. One thing more. The eye is easily lost in such a maze of references, and one cannot readily find the remarks under each head, inserted here and there amongst Greek words, abbreviations and numerals, like single threads in a great woof, from which they differ in texture, but not in hue. This fault could be so easily corrected, and would really be such a boon to the thousands whose eyes will wander up and down these columns, that we confidently hope to see, in future editions, no cause for complaint on this score. In other respects the book is excellently printed.

We have referred to the improvements in the Lexicon which are due to Professor Drisler. What may have been done by way of correction, we are unable to say. But very much has been added both by enlargement and by the insertion of new words and entire articles. For example, under the letter A we counted over ninety words not in the former edition, within the first twenty pages. The work is of course designed in the main as an aid in Greek composition, and we should say it will be used most profitably by those who have made some progress in writing Greek; for we are satisfied that the proper introduction to both Latin and Greek composition is by translating into the original sentences changed in form, but involving the words and constructions that

the text has furnished. For example, a boy reads a page of the *Anabasis*. Let him then take fifteen or twenty minutes to re-examine, say, a third of it, and fix the words and idioms in his memory. Let the teacher then place before him a number of sentences modelled on the original, for re-translation, and, in the correction of his work, compare it with the original, refer to parallel passages, and finally point out in the grammar the statement of the principle which the learner, with the instructor's help, has deduced from the study of his author. Syntax cannot be taught so effectually in any other way, and no method will conduce so directly and so certainly to the formation of habits of careful observation, which should be the ultimate aim.

MISCELLANEOUS.

— ARCHBISHOP WHATELY maintained that there was no truth in the assertion, "a little learning is a dangerous thing," remarking that a child may be taught that nettles sting when it would be wrong to teach him the whole science of botany.

— THE Archbishop received a very good answer from the head-master of one of the model schools, who complained that some of the officers intrusted with the inspection of the schools were unduly officious, and not qualified for the duty. "Surely," said the Archbishop, "but one can judge plum-pudding without being a cook." "True, your grace," retorted the head-master, "but one is not on that account qualified to go into the kitchen, and take the cook's place."

— THE celebrated Mr. Hume wrote an essay on the sufficiency of nature ; and the no less celebrated Dr. Robertson, on the necessity of Revelation, and the insufficiency of the light of nature. Hume came one evening to visit Robertson, and the evening was spent on the subject. The friends of both were present, and it is said that Robertson reasoned with accustomed clearness and power. Whether Hume was convinced by his reasoning, or not, we cannot tell ; but at any rate he did not acknowledge his conviction. Hume was very much of a gentleman, and as he rose to depart, bowed politely to those in the room, while as he retired through the door, Robertson took the light to show him the way — "O sir, he continued, "I find the light of nature always sufficient," as he bowed on. The street door was open, and presently as he bowed along the entry, he stumbled over something concealed, and pitched down stairs into the street. Robertson ran a ter him with a candle, and as he held it over him, whispered softly and cunningly, — "You had better have a little light from above, friend Hume;" and raising him up, he bade him good-night, and returned to his friends.

Editor's Department.

SAMUEL HARVEY TAYLOR, LL.D., died suddenly at Andover, on Sunday, January 29. He visited Boston the day before, and seemed in his usual health. Though he complained of a stricture across the chest on Sunday morning, he prepared himself for his Bible class, and went to the academy building to meet his scholars. While lingering in the hall in conversation with those he had come to meet, he suddenly fell, and without a struggle passed from earth. His death profoundly affected not only the community in which he had lived, but the thousands he had taught, and the many in all our communities who had known of his labors.

Dr. Taylor was born in Derby, N. H., October 3, 1807. He graduated at Dartmouth in 1832, and entered the theological school at Andover a little time after, with the intention of becoming a minister. After completing his studies he commenced teaching at Andover, remaining there one year. He then spent one or two years as tutor in Dartmouth College. In 1837 he was called to take the principalship of Phillips Academy, Andover, which position he held till the day of his death. To the present generation Phillips Academy and Dr. Taylor are almost synonymous terms. His remarkable powers as a teacher, and his characteristics as a man, are well set forth in the appreciative paper of Mr. Perkins, given in our present number.

THE meeting of Classical and High School teachers recently held in Boston was interesting and profitable as have been all their meetings. The papers read were scholarly productions, and worthy much more consideration than there was time to give them. Too much work is always laid out for our educational meetings. The programme of this meeting embraced thirteen topics, — and all to be presented and discussed in about ten hours! Of course time failed. Only six topics were presented, and neither of them could receive much discussion. Would not one paper for each session, to be followed by a thorough discussion, lead to more practical results? When so many of our leading teachers come together we ought to get more of their best thought, and more knowledge of their best work.

The six papers read were of unusual excellence and practical in their character. Some of them we hope to lay before our readers.

EPHRAIM HUNT, of the Girls' High and Normal School, Boston, introduced in the above meeting the subject of petitioning Congress to allow the importation of philosophical apparatus, for the use of schools, free of duty. Colleges are now exempt from paying duties on articles of apparatus imported by them. There seems no good reason why public schools should not enjoy the same exemption. The cheaper such articles are in the market the more generally they will be furnished to our schools. It is certainly incumbent upon government to offer every facility for providing the schools with all articles of apparatus needed, and those the best. A committee was raised, of which Mr. Hunt is chairman, to petition Congress, in behalf of the association, to remove the duty upon philosophical apparatus imported for school use.

ENGLISH GRAMMAR is a very fruitful topic for magazine articles. From Richard Grant White down, numerous pens have been at work upon this subject, and all sorts of ideas in relation to it have found expression. Whoever has had occasion to read much of what has been written, will appreciate the title of an article in the *Ohio Educational Monthly*, — "The English Grammar Muddle." That is just where the whole subject is, as far as books and theories are concerned, — in a "muddle." Those of our readers who are following Harris R. Greene, of Worcester, in the series of articles we are now publishing upon "English Grammar," will find that he is doing much to bring order out of this chaos. Thus far, these articles have presented the subject in a remarkably clear light. We commend them to the attention of our readers.

It is hardly necessary to call the attention of teachers of elementary schools to the excellent articles on "The Gift of Language," furnished us by Miss Stickney of the Boston Training School. Our readers sometimes complain that the *Teacher* isn't practical enough. Now we are quite sure they will find these articles practical, and they are practical, too, in the direction of the most important of all school studies. Now that we are on this subject, we will add that a fair subscriber, in making a complaint of this sort, accompanied it with a few items to assist in removing the cause of complaint. We like that, and hope all our readers will be just as considerate.

A TEN-DOLLAR BILL! Yes, a *ten-dollar bill*! Where did it come from? Uncle Sam, honest old soul that he is, brought it in one of his big bags. We had seen such bills before, but never one that came

under such peculiar circumstances. A subscriber who had fallen two years in arrears sent it enclosed in a letter, in which he begged everybody's pardon for his remissness, though he could not forgive himself. We were instructed to wipe out old scores and place the balance to his credit. We have done so most cheerfully. Would that all who are in arrears would be moved to go and do likewise.

FOURTH ANNUAL MEETING OF THE MASS. ASSOCIATION OF CLASSICAL AND HIGH-SCHOOL TEACHERS.

BOSTON, MASS., Feb. 24, 1871.

THE Association assembled in the hall of the English High School-house, in this city, and was called to order by Rev. Charles Hammond, of Monson, one of the Vice-Presidents. Prayer was offered by Rev. Mr. Stebbins, of Springfield. Mr. Hammond then said:—

We miss him to-day who has presided at all our meetings since the Association was formed. Dr. Samuel H. Taylor has lately passed away from all the responsible trusts he held while he lived. No one of his associates can fill his vacant office here with equal ability and influence. His last service for us was the assistance he gave in preparing the programme of topics for discussion at this meeting. Two of the topics were assigned to him for special essays, such as he has often read to us with so much profit and satisfaction. But we shall see his face and hear his voice no more.

Our very first business at this meeting, as it seems to me, should have reference to the death of our late president, in the appointment of a committee to report such action as may properly show our regard for his memory and services.

Dr. Taylor could justly claim the respect of his cotemporaries for the position he held, as principal of one of the oldest and most honored academies in New England; for his unsurpassed executive ability in an office which was adorned by such eminent predecessors as Eliphalet Pearson, John Adams, and Osgood Johnson; for his transcendent success and enthusiasm as a teacher of the classic languages; for the service he rendered to education and Biblical literature, as the author and translator of important books, and as an editor of one of the best theological Reviews; and for the exemplary patience, faithfulness, and humility which marked his Christian life and character, and crowned his ripe and varied scholarship. The circumstances of his

death are worthy of special remembrance. He fell suddenly, as Dr. Arnold, of Rugby, did, in the maturity of his fame and strength; and "hath left no peer" in his profession. He drew his last breath in the halls of his beloved academy, with his pupils around him in his death, as they had been in the labors of his daily life.

On motion of Mr. Stebbins, a committee of five was nominated by the Chair to report suitable resolutions in relation to the death of Dr. Taylor. The committee were A. C. Perkins, of Lawrence; Francis Gardner, of Boston; W. C. Collar, of Boston; M. C. Stebbins, of Springfield; and J. C. Parsons, of Waltham.

On motion of C. P. Rugg, of New Bedford, the Chair appointed as Committee on nomination of officers for the ensuing year, C. P. Rugg of New Bedford, M. G. Daniell of Boston, George H. Howison of Boston.

The Treasurer's report was read and accepted. A vote was passed assessing on each member twenty-five cents to meet the current expenses of the ensuing year.

It was also voted to amend the V Article of the Constitution by striking out the words "in February"; thus leaving it in the power of the Directors to fix the time of the meeting of the Association.

A paper was then read by W. C. Collar on the question, "Is the failure of so many students in college attributable to the Preparatory Schools?" The question was further discussed by Messrs. Gardner of Boston, Chase of Lowell, and Stebbins of Springfield.

A paper was then read by Mr. Minns of Boston, on the "Proper Use of English in the School-room." The paper was laid on the table, and the Association adjourned till 2 o'clock, P. M.

On the reassembling of the Association, Mr. Hammond again took the Chair, and Mr. Perkins, Chairman of the Committee on resolutions, reported the following:—

Resolved, That the members of this Association heard with profound emotion of the death of Dr. Samuel H. Taylor, which occurred at Andover on the morning of the 29th of January last; and in obedience to the dictates of our hearts, we think it proper to mark this occasion by some attempt to record our estimate of his preëminent abilities and high character.

Resolved, That the character and services of Dr. Taylor demand special commemoration; that throughout his life his practical wisdom and sagacity, his intellectual and moral endowments, his matured thought, patient research and ripe scholarship, have done much to elevate the teacher's profession, and promote the best interests of education in our Commonwealth and our whole country.

Resolved, That his death is a severe loss to his fellow-teachers, whom he guided by his wisdom and encouraged by his success; to the cause of sound and

liberal learning, whose interests he had always at heart; to the large circle of friends who remember with gratitude his uniform kindness and fidelity, and to the institution over which he presided, whose good name his administration carried to every part of our country and to foreign lands.

Resolved, That the Secretary communicate to the family of Dr. Taylor, a copy of these resolutions, together with the hearty sympathy of the members of this Association.

Signed, A. C. Perkins, F. Gardner, W. C. Collar, M. C. Stebbins, J. C. Parsons.

After these resolutions were presented, Mr. Perkins read a paper commemorative of the life and services of Dr. Taylor. Appropriate remarks were made by Messrs. Smith of Boston, Goldsmith of Phillips Academy, Andover, Hills of Lynn, Stebbins of Springfield, and Hammond of Monson. The resolutions were then unanimously adopted.

Mr. Smith of Boston, one of the Vice-Presidents, having taken the chair, on motion of Mr. Gardner, the paper presented by Mr. Minns was taken from the table, and discussed by Messrs. Gardner, Anderson, Chase, and Collar.

A paper was then read by Miss Mary F. Peirce of Cambridge, on "Botany, — what to do, and how to do it." After a brief discussion on this topic by Messrs. Daniell and Perkins, a paper was read by Mr. Perkins of Lawrence on "Proper Method of Study."

Mr. E. Hunt, of the Boston High and Normal School, complained of the duty upon apparatus as a tax upon knowledge, and moved that a paper be circulated to obtain signers to a petition to Congress to have the duty removed. The subject was referred to a committee consisting of Messrs. Hunt of Boston, Stebbins of Springfield, and Whitney of Watertown. On motion of Mr. Hammond, it was voted that when the meeting adjourns, it adjourn till to-morrow (Saturday) at 9 A. M.

On motion of Mr. Hills of Lynn, Mr. Jackson of Boston then explained a Tellurium which he had on exhibition, to the members of the Association.

On motion of Mr. Collar, the Association adjourned.

SATURDAY, Feb. 25.

The Association was called to order by Mr. Smith, and a paper was read by Mr. Hills of Lynn, on "How not to grow old."

After the reading of this paper, Mr. Rugg, Chairman of the Committee on Nominations, reported as the officers of the Association for the ensuing year, the following: —

President, William C. Collar, Boston. Vice-Presidents, Elbridge Smith, Boston; Rev. Charles Hammond, Monson; Rev. M. C. Stebbins, Springfield; A. C. Perkins, Lawrence. Recording Secretary, W. F. Bradbury Cambridge. Corresponding Secretary, Nathan E. Willis, Boston. These gentlemen were elected by ballot.

A paper was read by Geo. H. Howison of Boston on "The departments of Mathematics and their mutual relations."

This question was further discussed by Messrs. Hunt of Boston, Parsons of Waltham, Dr. George B. Emerson of Boston, Stebbins of Springfield, and Mr. Howison.

Mr. Hunt of Boston, reported a draft of a petition to Congress for the removal of the duties upon chemical and philosophical apparatus. It was voted that the committee be authorized to sign it for the Association, and forward it to Congress.

At 12.30 the Association adjourned.

W. F. BRADBURY, *Rec. Sec.*

WHAT IS BEING THOROUGH?

THIS question was discussed at a late meeting at the Educational Room. Mr. Willis, being unable to be present and open the discussion, wrote out some of his thoughts and sent them to the Secretary to be read. Unfortunately they did not arrive in time for the opening, and the discussion had no reference to them. Mr. Willis wrote as follows:—

The subject for consideration now before us, can hardly be surpassed in importance by any in the whole field of education, and is peculiarly prominent at the present time, on account of the large number of West Point candidates who were lately rejected for their egregious deficiencies in the simplest branches of study, and whose failures were held up to the notice of the whole country. European travellers have also declared that much of our instruction is superficial, and probably most of those present would find, on reckoning up the number of thorough schools with which they are acquainted, that the total is but a small proportion of the whole number known. We can, therefore, enter upon this discussion without doubting that it will prove practical enough for any teacher.

Now, "to be thorough" is "to be through, complete, perfect," according to the dictionaries, but with these definitions it is necessary

to determine also what is meant by complete, through and perfect ; so that I shall venture upon a definition of my own, and say that thoroughness is relative, and that that instruction is thorough which leads a student into the possession of as full a knowledge of the study pursued, as his natural capacities and present stage of progress will admit. This view of thoroughness would make it certain that no two pupils could be equally acquainted with a subject ; (there would still be a head and a foot to every class), but it would establish a consciousness in the mind of each child that he was master of the lesson. Unless each child is led to have this consciousness, one of two things is certain, — the teaching has been superficial, or the pupil ought to belong to a lower grade.

How can this thoroughness be secured? I answer that we must give attention to three points : first, the lesson, whatever it is, must be *understood* by the pupil. Nothing obscure or doubtful should be made a part of the child's mind. Some things are to be explained to a whole class ; others, afterwards, to individuals of the class. Sometimes, the whole period of a recitation is to be devoted to talking over the lesson ; at other times, no explanations are needed by any pupil. Our theory and practice in this respect should be, that we are to do the very best work we can with *each* mind committed to our charge, and to secure a good discipline for all, rather than a showy excellence for a few. Second, the lesson must be *learned* by each pupil. He must not only "know" what it is, but he must grasp and possess it, fix it in his mind once and forever. I care very little how this is done, provided it *is* done. I say, "Learn the lesson." If one can do it best by committing to memory, let him commit. If another by noting the logical order of thoughts and fixing the thoughts in mind according to that order, let him pursue his method. And if others by a sort of random work on the lesson *master* it, what matter? Let each do that to which his own mind persuades him. I prefer some methods to others, and should try to have all the pupils adopt them ; but still, I believe the main look ought to be at results. Third, the pupil should not only understand and learn the lesson, but he should *know* it. He should become *savant* in it. He should have so completely acquired it, that when an occasion arises for its use, it should come to his mind immediately. We get this measure of acquaintance with some things and we ought to with all, for whatever is worth learning is worth learning well. The child soon becomes able to say "boy" the instant his eye lights upon the word. A little later, he can

say "forty-two," as soon as the teacher has uttered: What is six times seven? Now, in every branch studied, there ought to be the same thoroughness, and if a subject is not to be so completely mastered, it ought to be called a reading, not a study; or else be presented by lectures. Let me take an example of what I might call thoroughness with a problem in geometry. Given, a straight line, to bisect. The pupil becomes able to do it with the given line horizontal. Then let the line be vertical and oblique. Let a crack on the floor be bisected. Let the space between any two points be bisected by a line, each point in which shall be equally distant from the two given points. Let a point be found lying exactly midway between the two given points and on the same straight line and finally let an arc be bisected. Then, conversely. Given a point, draw a line through it, which shall be bisected at the given point. Given a point, to fix two points on opposite sides of it, lying in the same straight line with it and at equal distances from the given point. Given a line, to find on opposite sides of it, two points which shall be equally distant from each point in the given line, and finally through a given point describe an arc which shall be bisected at the given point. Now, these different problems which all involve the same principle, may be scattered along over two or three weeks, or some may be taken in the advance and others in the review, but who can question but that the mental "drawing out" would prove more complete by this course than by rushing over in the same time a score of pages.

MEETINGS FOR DISCUSSION.

THE Teachers' Meeting at the Educational Room will hold sessions as follows:

On March 18th, to discuss the subject of "School Records."

On April 8th, to consider "The Service of Normal Schools to the Cause of Education."

All teachers and friends of education are cordially invited to be present and to take part in these discussions.

Exercises commence at 2.30 P. M. precisely, and close at 4.30. For an hour previous to the discussion, opportunity is afforded teachers for mutual introduction and social conversation upon educational themes.

NATHAN E. WILLIS, *President.*

SIMEON J. DUNBAR, *Secretary.*

INTELLIGENCE.

CLARENCE C. BUCK, late usher in the Lawrence School, South Boston, departed this life last month. He was an earnest, accomplished, and devoted teacher; esteemed by his associates, and beloved by his scholars.

E. A. WOODWARD, sub-master in the Winthrop School, Charlestown, has resigned.

CHARLES F. KING, of Gloucester, was elected usher in the Lawrence School, Boston; and also sub-master in the Lewis school. Of course, he accepted the latter position.

THE SHERWIN SCHOOL-HOUSE, Madison Square, Boston, was dedicated on the afternoon of February 23d. It is the finest Grammar School building in the city. Silas C. Stone is master of the school, and Charles W. Hill sub-master. Both are strong teachers, and with their corps of able assistants, will give the new school a high rank.

MASSACHUSETTS INSTITUTE OF TECHNOLOGY. The sixth annual catalogue shows this institution to be in a highly prosperous condition. It contains the names of two hundred and twenty-four students, and thirty-two professors and teachers. The new class contains ninety-one members, the largest that has yet entered the institute. Indeed, each class has shown an increase over the preceding one. The institute is now in its sixth year, and has more than realized the hopes of its founders.

RHODE ISLAND. The annual report of the Commissioner of Public Schools, Thomas W. Bicknell, comes to us in good shape. This state has thirty-four towns and cities. Eight of them support High Schools, and twelve of them have superintendents. The number of children under fifteen years of age is 56,934: The number of pupils registered in the summer schools was 25,567; in the winter schools, 28,364; the number in private schools, 6,336. Mr. Bicknell advocates uniformity of text-books throughout the State. The advantages, he thinks, would be: 1. Unity of subjects studied. 2. Proper classification of pupils. 3. Economy of teachers' time and labors. 4. Less frequent changes in text-books. 5. Economy in school-book expenditures. 6. A larger registration of pupils. 7. Uniform gradation in the several towns. 8. An improvement in text-books in several towns. He also argues ably for the establishment of a school for technical instruction.

WASHINGTON, D. C. The annual report of the Board of Trustees of the Public Schools, prepared by George F. McLellan, presents a good description of the condition of the public-school system of this city. Great advance has been made in educational facilities, but still much remains to be done. In some localities elegant school buildings have been erected, while other localities are destitute of school buildings that can be called decent. The rapid growth of the city renders necessary a change in system, as the present system seems better adapted to a sparsely inhabited territory, than to a large city. The report, however, while recording progress, indicates strongly what needs to be done. The number of pupils enrolled last year was 10,759. Superintendent, J. Ormond Wilson.

BOOK NOTICES.

THE GOSPELS: Notes explanatory and practical, designed for Sunday-school teachers and Bible classes. By Albert Barnes; 2 vols. revised edition. New York: Harper & Brothers.

Nearly forty years have elapsed since the first edition of these notes was issued. It is well known to all our readers how extensively they have been used by all classes of Christians. Their popularity has not depended upon the ecclesiastical position, or theological views of their author, but upon their real aid to the Biblical student. A year or two before his death, Mr. Barnes made a thorough revision of these notes, availing himself of the results of modern researches, and bringing into service his own riper scholarship. Hence the volumes before us. The volumes upon the other portions of the New Testament have undergone a like revision, and will soon be given to the public.

ANCIENT HISTORY: from the earliest times to the fall of the Western Empire. By George Rawlinson, M. A., Professor in the University of Oxford. New York: Harper and Brothers.

We are glad this excellent manual of ancient history has been issued from an American press. The author has adopted the general plan of Heeren's handbook, but has brought up ancient history to the level of present knowledge. It is emphatically a book for the student, complete in its summaries, and pointing out authorities upon important events, authorities in the departments of study related to history, as well as in the historic accounts of the nations here brought in review. Both in matter and in method it is worthy of high commendation.

FAIR FRANCE, by the author of "John Halifax," is agreeable reading, and receives a new interest from passing events. Scenes in city and country are depicted as they appeared to the traveller just before the breaking out of the war that has just ended. **ON THE TRAIL OF THE WAR:** by Alexander Innes Shand, an occasional correspondent of the "London Times," introduces to us pictures of quite another kind. He stops at the "Siege of Paris." Even an ordinary describer could hardly fail to hold the attention of his readers in narrating the onward march of the Prussian armies. **THE CRYPTOGRAM**, by James De Mille, finds many readers, as, also, does **SIR HARRY HOTSPUR, OF HUMBLETHWAITE**, by Anthony Trollope. These are all from the Harpers, and may be found on the counters of A. WILLIAMS & Co., 135 Washington Street.

FIRST LESSONS IN COMPOSITION: by John S. Hart, LL.D. Philadelphia: Eldredge & Brother. Boston. J. L. Hammett.

Dr. Hart maintains that composition should begin with reading and spelling, and be continued as a part of regular school work. Hence he has commenced his book with very simple exercises, and by short steps proceeded to more difficult tasks. The book strikes us as well conceived and executed. It would seem very well to cover a Grammar-school course,—forming a good introduction, at first to Grammar, and, in the end, to Rhetoric.

THE KINDERGARTEN : A manual for the introduction of Froebel's system of Primary Education into public schools. By Dr. Adolph Douai. New York: E. Steiger.

This little work will answer equally well for English and German schools, as the exercises are given in both languages. Dr. Douai is employed in the Normal College, New York, to give instruction to the students in the Kindergarten system. Well versed in Froebel's system, he could hardly fail in giving Kindergarten teachers a series of exercises, such as will be of great aid to them. One can hardly become a good Kindergarten teacher by following book directions, but when the system has been learned from the living teacher, the book renders valuable service. The work before us may be obtained at A. Williams & Co.'s, 135 Washington street.

MITCHELL'S NEW OUTLINE MAPS. Large Series. North America. Philadelphia: E. H. Butler & Co.

This series will be published early in April, and will consist of seven maps. The specimen sent us is fifty-five by sixty-three inches, correct in its outlines, handsomely finished, and well mounted,—fully equal to the best maps of its kind. Physical features and political divisions are very distinctly defined, and cities and important towns located. The whole set will be furnished at the very low price of twenty dollars, and will comprise the Hemispheres, North America, United States, South America, Europe, Asia, and Africa.

THE AMERICAN JOURNAL OF EDUCATION. Edited by Henry Barnard, LL.D., January, 1871.

Dr. Barnard now resumes the regular publication of this quarterly. We hope he will receive sufficient encouragement to enable him to continue its publication and carry out his plan of giving a survey of the past history and present condition of the several departments of education. The present number is devoted to "Special Instruction in Great Britain," giving a sketch of the "Individual Promoters of Realistic Instruction," "Associated Efforts to advance Science and the Arts," etc.; some account of educational institutions, and the condition of the several departments of education, and the efforts made for advancement. It brings together a mass of very valuable information, and will be welcomed by educators.

THE LITTLE CORPORAL'S SCHOOL FESTIVAL. We have had occasion heretofore to speak in praise of *The Little Corporal*. We have always regarded him as a good soldier maintaining a good fight. He has gone his monthly rounds improving in appearance, and increasing in strength from year to year. *The Little Corporal's School Festival* is published quarterly at fifty cents a year, at Chicago, by Sewell & Miller, and as its name indicates is devoted to furnishing matter for school entertainments. Dialogues, pieces for reading or recitation, directions for tableaux, charades, etc. occupy its pages. We do not know how popular it has become, but we know how popular it ought to be. We heartily commend it to teachers. *The Little Corporal* is now published at \$1.50 per year. That and the *School Festival* to one address, \$1.80 per year.